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|  | **ST WENN SCHOOL****Summary Self Evaluation Form** **2020 – 2021**  |
| **October 2020** |
| **RESPONSE TO COVID19****CATCH UP PROGRAMME****CONTEXT** | **Please see separate document – Summary of Response to COVID19 – Report for Governors****We started our Catch up programme at the beginning of the school year - September 2020 and it is currently ongoing. This involves a fully qualified teacher teaching groups of 4 children across the school. For the first half of the Autumn term, every child across the school had focused intervention within these small groups – EYFS and KS1 targeting Phonics and pencil control (Reception revising phase 1 aspect 7, Y1 revising phase 3 and 4 depending on assessment, Y2 revising phase 3 – 5 depending on assessment); LKS2 phonics senteand handwriting (Y3 also revising phase 3-6 where need identified) ; UKS2 targeting place value, layout and times tables.** **These targets were agreed with teachers.** **In Autumn 2 (after first data drop – October 2020), intervention lead and teachers are to agree focus groups with specific targets linked to assessments. See Intervention lead (SBt) records and data folder 2020 for evidence of progress.**St Wenn is a Foundation School (maintained by the local authority) which is not part of a MAT. It is situated in a very rural area which means that children come from some distance. The community is very strong but there is little opportunity for children to encounter diversity.In the current financial year, the percentage of children eligible for FSM is significantly below national (7.0% school/17.7% national) **SEND**The school has a lower proportion of children on the SEND Record of Need than national (2019/20: 5.2% school/12.6% national. 2020/21: 4.2% school/12.8 National). We have 0 children with a current EHC plan although we are currently completing a request for one child. We have 3 children on the Record of Need (1 PLAC, 1 speech and language and 1 SEMH) with 14 On Alert. We have 3 children currently on roll who receive Service Child Premium. Out of 71 children on roll in September in 2020, 42% are boys and 58% girls. There are 7 girls and 2 boys in the current Y1 class but 2 girls and and 7 boys in the current Reception class, this refelects how the dynamics within a small school are unpredictable.Last OFSTED full Inspection in 2011 rated the school Good in all areas. Both interim inspection 2014 and short inspection in 2016 confirmed this.**School deprivation**19% of children in our school live in the most deprived 30% of small areas in England compared to a LA: 22%**Attendance*** 2018/19: 95.3%
* 2020/21 overall Autumn term to date : 96%

**Partnerships**We have effective links with 2 other small rural schools which are still under the Local Authority. These links are planned to strengthen further over the next year. We have already jointly planned a successful KS1 maths investigation day following which 2 children commented that they ‘…Now really enjoy maths’. Due to COVID, our plans for a triad of writing moderation for May 2020 and peer to peer HT reviews for June 2020 to feed into the next academic year have been put on hold but we fully intend to agree dates for reviews to take place in the spring term. Further mutual support has been given in completing the annual Safeguarding Assurance (S175) and also during the period of lockdown and return to school - sharing risk assessment formats and the approach to reporting impact of Pupil Premium funding.**Governance**Governance is strong. Governors are well informed of the current school context and challenge robustly; they scrutinise information about pupil progress in Standards and Curriculum committee meetings. Governor monitoring is now directly linked to the OFSTED Short Inspection Report 2016 and the School Development Plan. Governors have a clear understanding of strengths of the school and also of areas to develop further. Pupils attend Governor meetings where appropriate, and pupil voice is now part of the visit process. The school council is led by the Curriculum Governor. We were visited by a School Improvement Consultant who commented on: ‘… how detailed (the Chair of Governor’s) safeguarding report was; it showed evidence and impact. It was thorough and well thought out forming a useful monitoring document’. He also commented that both the Chair and Vice-Chair of Governors: ‘Knew the school well and could articulate the changes made in recent years’.(Nov 2019) |
| **OUTCOMES****2017/18 /19****IMPACT** |  |
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| **Progress KS1-KS2** | 2017 | 2018 | 2019 |
| Reading |  | -0.91 | 6.47 |
| Writing |  | -0.31 | 2.91 |
| Maths |  | -0.12 | -3.32 |

Negative progress in maths was one child who achieved L3 in Y2 SATS and was 2 marks off (standardised scoring) achieving GDS at Y6**Attainment KS1**

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| Standards | 2017 | 2018 | 2019 | 2021 Predictions  |
| EYFS GLD  | 72% | 57% | 78% | 100% |
| Y1 Phonics | 90% | 100% | 77% | 100% |
| KS1 EXP+ | R=69.2%,W=61.5,M=53.8% | R=80%,W=70%,M-80% | R=91%, W=67%, M-91% | R= 89%, W=78%, Maths=100% |
| KS1 GDS  | R-30.8%,W=15.4%, M=15.4% | R=0%,W=0%,M=0% | R=9%, W=9%, M=18% | R=22%, W=11%, M=22% |

**Attainment KS2**

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| Standards | 2017 | 2018 | 2019 | 2021 Predictions |
| KS2 EXP+ | R=x%,W=x%, M=x% | R=77.8%,W=77.8%M=77.8% | R=100%,W=80%M=80% | R=75%, W= currently assessingM=67% |
| KS2 GDS | R=x%,W=x%, M=x% | R=22.2%,W=11.1%M=22.2% | R=60%,W=60%M=0% | R=33%, W=8%,M=8% |
| KS2 RWM  | R=x%,W=x%, M=x% | 66.7% | 80% | Currently assessing |

**NO DATA FOR 2020****Comment: October data:****Children returned to school positive but lacking resilience, stamina and the ability to learn through making mistakes. Metacognition and confidence building was the whole school focus for the first half of the Autumn term; this was supported by our highly affective Catch Up programme (see Reports in data folder)****EYFS and KS1 have made sufficient progress through QFT and Catch UP to revert to QFT supported by in class intervention plus identified small group support through preteach. QFT also to address GDS.****KS2 Reading: 50% of the current Y6 cohort were identified as low achievers (WTS) in KS1 (2 joined the school as low achievers in KS2). With support through QFT and intervention, our predictions, despite COVID, are that they have made sufficient recovery as a cohort to anticipate 75% achieving EXS. This is partly explained by the consistency of approach across the school which has resulted in a scaffolding of skills; these we have been able to pick up and build on since our return** **KS2 Writing: children have returned with greatly reduced stamina and willingness to write. Having missed the summer term of Y5 focus on structure, expanding sentences and vocabulary development, they have not only gone back in confidence but also have large gaps in their development and experience in writing.** **50% of this cohort were traffic lighted as red at the end of KS1 and have been receiving ongoing support throughout Y3/4. All are now traffic lighted as atleast orange and we are currently finalising and moderating our assessments.****KS2 Maths****On return, we found that children’s mental recall had slowed signigficanltly, they were wary about taking risks and had lost the confidence to know that learning comes through making mistakes. We have addressed understanding of place value, mental strategies and calculation and in these areas we see clear progress. We are concentrating now on applying this to reasoning but here pogress is slower.** **We are also addressing gaps in other areas of maths which we normally cover (and so have missed completely) in the summer term of year 5 – co-ordinates, translation, shape and space and measures. We have started to fill these gaps through our learning platform videos as homework and will continue with these supplemented by preteach Catch Up sessions which are to continue through the spring term. Our predictions reflect a very low starting point in maths for this cohort, exacerbated by a term missed in year 5.** |
| **LEADERSHIP/****MANAGEMENT** **Grade 2** | **Strengths:** |
| * Our vision, policies and practice are coherent and aspirational. Staff, governors and parents are included in the process of writing and monitoring these (for example Wellbeing and behaviour policy July 2020). Practice has become increasingly consistent across the school. Staff CPD is continuously updated which enables all staff training to conform with statutory requirements For example whole staff Safeguarding update – Feb 2020 - see CPD records and training folder and update re Keeping Children Safe in Education 2020 was undertaken by all staff in September 2020 before returning to school.).
* CPD supports carefully targeted areas of need of individuals For example our TA who leads children’s wellbeing has received training in Lego Therapy and another TA has recently had CPD in dyslexia to address the specific needs of an individual child – see CPD records)
* The Head Teacher and senior teacher have an accurate awareness of the strengths and areas for development in the school’s performance. For example we have chosen to take a curriculum focus on developing vocabulary across the school as this area of learning has been identified as underdeveloped; it also feeds into progress in writing which is a current target area in both KS1 and KS2. The school development plan continues to evolve and is increasingly more precise. For example Priority 1 on the SDP addresses COVID 19 and our Catch up programme; the Governor monitoring programme now directly links to the SDP; and we have clarity of intent driving our curriculum development.
* We are currently developing our curriculum which we adapt in order to give the children meaningful experiences. For example Y5/6 Fiver Challenge The curriculum builds on pupils’ enthusiasm for learning For example children across KS1 and KS2 worked on the book ‘The Tin Forest’ at different levels and produced quality developed writing from this.

 All staff attended a ‘Creative Curriculum’ training conference and ideas from this have fed into the curriculum Design (training: Oct 2019).Pupils value the broad range of additional activities available which in 2019/20 included signing club, choir, running and judo. Leaders make effective use of the additional funding for sport. For example, in 2019/20 Plymouthy Argyle led football After Schools Club which we funded to encourage active lifestyles, team spirit and resilience. We also funded extra support at lunchtimes to encourage and stimulate active play, and skipping workshops - these resulted in skipping becoming a focus for a number of children’s play (This is rebooked for Spring 2021)* Safeguarding has been audited externally and found to be robust. Conclusion: ‘Overall I was impressed with the openness and engagement of the staff I met …they appeared very receptive to critically reflect on their own practice…The headteacher clearly has a strong commitment and energy to ensuring safeguarding is prioritised within the school…’ (Feb 27th 2019)
* Pupils with special educational needs and/or disabilities are well supported and monitored carefully. We work closely with external agencies to meet pupils’ needs where appropriate, in particular those who have speech and language or social and emotional needs We actively seek support from the Early Help Hub; we have also worked closely with a Play Therapist in compiling an EHC plan. We have appointed a Welbeing Champion who supports children individually. 90% of UKS2 children said in a survey (Feb 2020) that she is the person to whom they would turn to if they needed to talk with an adult in school about concerns.
* We focus, plan for and monitor the progress of children eligible for Pupil Premium funding. We have appointed a governor with an allocated role of monitoring Pupil Premium. We consider the full breakdown of allocated monies and their impact. It is through these meetings, for example, that it was suggested further funding was needed to support one child, this was then agreed by the full Governing Board. All children who are in receipt of pupil premium are discussed at pupil progress meetings with the Headteacher. It is through these discussions that the impact of intervention programmes are monitored and changed where impact is not evident. For example removing a child from group support to individual support as his self esteem was being effected by his level of progress compared to others in the group. We offer all disadvantaged children free keyboard lessons; this has proved hugely beneficial particularly to one child who now excels in playing the keyboard.
* We have a ‘well-being’ teacher/staff Governor who monitors staff wellbeing and regulary feeds back to HT. He has been responsible, for example, for extending the length of time we had agreed to have completed our long term curriculum planning. As teachers were writing plans for up to 3 subject areas, this was becoming overwhelming. We have now extended expected completion of these plans to January 2021. All teaching and non-teaching staff strongly agree that the school is well led and managed (see staff survey Feb 2020) .
* Peer to peer reviews with partner schools has extended to include a third school. A triad of reviews was to be initiated in Autumn 2020 – this has been postponed to the spring term 2021. Collaboration with other local schools has had an impact on progress across the school through joint monitoring of books.This monitoring reinforced high expectations of presentation in KS1; it also supported a border line EXS for writing in Y6. We joined together for a KS1 sports event July 2019) and friendly football match (May 2019)This was a positive experience for our children particularly as they were able to mix wth a wider variety of children from different backgrounds; they could also take part in team sports with greater numbers in teams which resulted in a more challenging game. Similar events were planned for the Spring/summer of 2020 but are now on hold.
* Governor monitoring is now closely linked to the SDP and Headteacher is challenged effectively. This is evidenced in governor minutes and monitoring reports.

**Overall Effectiveness/impact**Pupils are prepared for the next stage of their learning, and so their life ahead. We received feedback (October 2019) from 2 secondary schools where a number of our children move on to. Both say how impressed they are with the level of ability of children from St Wenn; and also with the level of confidence and eagerness to learn that they demonstrate. Parents also report children settling well, displaying confidence and maturity; and achieving well academically (see parent section of HT evidence folder).This preparation is rooted within their own community of people and place. We have strong ties with the community and church (see weekly newsletters for evidence of this). This preparation equips children with the knowledge and skills to step forward into a diverse culture with particular regard to self confidence (ref secondary school comment above) and resilience, tolerance and kindness For example:termly focus on one aspect of these enables children to articulate their understanding of the importance of these values; online safety (see Governor monitoring on safeguarding for children’s comments on this), real life skills and enterprise For example the Fiver Challenge in Y6 – see CF folder for evidence) . St Wenn curriculum – ENGAGE, INSPIRE AND INVOLVE enabling all children to take risks and embrace change  |
| **Areas for Development:**   |
| * The broader curriculum is established and assessment procedures agreed.
* Subject leaders monitor their subjects effectively across the curriculum. They use this to develop accurate next steps. High standards of provision for PPG and SEND children are maintained and achievement gaps are minimised
* Governors continue to demonstrate impact on school development and outcomes through their tightly focused roles/committees which challenge the Headteacher. Changing expectations of external accountability measures are met and understood by governors and staff.
* Partnerships – impact is evident from peer reviews, moderation and joint sporting events.
* Teacher workload is managed and policies offer efficiencies whilst maximising impact on pupil learning.

**Leadership and Management: Target 4 SDP October 2020** |
| **QUALITY OF EDUCATION** **Grade 2****Intent****Implementation****Grade 2** | **Strengths** |
| Despite COVID 19, our curriculum remains broad and balanced.Skills build on eachother phase by phase whilst allowing for flexibility of content. Our curriculum meets the needs of our disadvantaged pupils by being practical and incorporating outdoor learning For example through weekly Forest school and new outdoor learning facilities. SEND children receive targeted support and we are committed to equal opportunities for all. More able children are challenged through research and enquiry (Mastery Flow Model); they are given opportunity to reason and problem solve. We choose high quality engaging texts, curriculum days (see RE floor books for examples) and visitors (for example ‘Benji’ who was on the ‘X Factor’ spoke and sang to/with Y5/6 chidren sharing his experiences of mental struggle and determination) All of these things improve the cultural capital of pupils. |
| * School leaders recognise the importance of an ambitious curriculum that meets the needs of our pupils and prepares them for life in the 21st Century. Our School Development plan identifies areas and timeline for completion of our new curriculum; this is in the process of being written through a rigorous restructuring of planning.
* We excel in music across all year groups
* Children talk enthusiastically about their learning, they are beginning to make links between current and previous learning. They are beginning to talk about how they can move their learning on and lessons focus on helping children remember their learning (see lesson observations Feb 2020 in Performance Management folder).
* Positive relationships between staff and pupils benefit pupils’ motivation and achievement. Teachers use well-crafted questions to deepen and reinforce pupils’ learning and to spot pupils’ misconceptions (see lesson observations Feb 2020 in Performance Management folder).Teachers create an expectation that everyone can learn from their mistakes, consequently pupils are confident and willing to ‘have a go’ (see lesson observations Feb 2020 in Performance Management folder)
* Pupils make good progress in reading and maths. In 2019, the results were significantly above the NA (see data for KS1 and KS2 outcomes above). Pupils’ vocabulary is improving due to our current curriculum focus on vocabulary – this is monitored through pre and post-unit assessments evidenced in children’s books. There are examples of fluent and well-constructed pieces of writing – especially in UKS2 (see evidence in children’s books). Over the last two years, the school has benefitted from an approach to maths which focuses on application and includes a larger element of investigation and problem solving. Lessons include chilli challenges which are open ended questions which extend and challenge children to apply their learning (OFSTED action point 2016) The broader curriculum is assesed at the end of every unit of work and revisited to ensure learning is embedded in long term memory. Meduium plans identify vocabulary to be learned, what children need to know pre unit, what they will learn , links to the National Curriculum and what their learning experience will involve. These plans are annotated as assessed formatively and at the end of each unit. Long term planning is annotated at the end of the year to show coverage and children who are ‘exceeding’ and ‘working towards’. These plans are passed to the next teacher as children progress through the school to ensure work is accurately targeted.

**Overall effectiveness/ impact linked to OFSTED action points 2016:*** Evidence of writing in Y4-6 which demonstrates developed composition skills (see book scrutinies within lesson observatons Feb 2020)
* Evidence of impact of questioning, reasoning and investigative approach to learning maths across the school but particularly in Y2 and 3 (see book scrutinies within lesson observatons Feb 2020)
* Evidence of effective marking and feedback applying Fourquarters marking policy (see book scrutinies within lesson oservations Feb 2020).

Governor monitoring is now directly linked to prioriries in the School Development Plan. Governors are clear about strengths and areas for development and they record and act upon these. They challenge HT and subject Leaders effectively (see Governor monitoring planner and records) This has had a direct and significant impact on all aspects of our children’s learning (for example in Standards and Curriculum meeting (09/03/20) HT and curriculum lead were challenged to explain the curriculum design with questions such as: ‘How does topic planning fit into the new curriculum plan?’ and ‘What are the resources implications?’ ‘How do we address joiners or children who have gaps in learning?’.  |
| **Areas for Development:**  |
| * Long term coverage of the curriculum demonstrates building knowledge, skills and understanding across the school in all subjects and is communicated to all staff, governors and parents. Subject Leaders are clear and held accountable for responsibilities in embedding progressive and structured systematic learning. This is demonstrated in clarity of long term, medium and short term planning, and through outcomes in data, books, pupil conferencing. Curriculum action plans to be completed with termly focus (term 1 Autumn Vocabulary)
* Medium plans include systematic recall of previous topic and links to previous learning/real experiences.
* Monitor systematic and progressive learning of vocabulary and continuing development of a culture of reading
* Monitor the impact of ‘Fourquarter’ marking and feedback
* Continue to model and develop childrens’ confidence in articulating their learning and making links
* Demonstrate that assessment is systematic and affective across the curriculum

**Quality of Eduction: Target 1 SDP October 2020** |
| **PERSONAL DEVELOPMENT** **Grade 2** | **Strengths:** |
| * Children talk about British values and how these apply to their own lives. The school has a termly BV and Learning Power Approach focus which is both discussed and celebrated in assemblies – whole school and class.
* Children learn about ‘developing understanding of a market economy; encouraging leadership and working collaboratively’.This is demonstrated through the reward system in UKS2 where Star coins can be spent on rewards in the reward shop. The rewards have been invented by the children and regularly change. If a reward becomes popular, it increases in price just like in a market economy reflecting supply and demand. Others may fall in price to encourage children to have a go at new things.…
* Our music curriculum is a strength and, pre-COVID, we had an excellent and thriving choir. We have committed considerable financial resources to enable us to employ a specialist music teacher who plans rigorously and whose assessments demonstrate accelerated progress in music across the school (see music evidence folder and assessments). A Junk band competition is a feature of lunchtimes in the spring and summer terms. The children have written a school song under the guidance of our music teacher (DVD); this can be found on the school website.
* Residentials celebrate diversity. Y5/6 children visit Bath and Bristol with a rich culturally diverse programme (including a Treasure Trail of Bath identifying key features of the city’s cultural heritage and a visit to the ‘M’ Centre in Bristol which explores the social and cultural history of the city) . Y3/4 children’s residential is based on Outdoor Adventure. We hope still to book these experiences for 2021.
* We have expanded our councils to include a Green Team. We also have a ‘Snag’ group who work alongside the cook to encourage pupil involvement in food, hygiene and healthy diet. We recently were awarded 5 stars for hygiene in the kitchen.
* The school council is active and meets half termly leading fund raising projects (for example collecting to raise money for DT resources). Meetings are currently on hold due to ‘mixing Bubbles’ although elections have taken place. The SC is led by a Governor. Children ran their own lunchtime clubs pre COVID (computing, lego and art and craft). Pre COVID our Healthy schools lead ran a Mile a Day club focusing on improving childrens’ personal best. The group had been adding their miles together to reach the North of Scotland. This is currently on hold although all children have an active 15 minutes planned into every afternoon.
* Children are encouraged to participate in a range of community events to develop their understanding of community cohesion and collaborative working For example Choir performances/pantomime. Children have been involved in having a say as to the speed of traffic passing the school; they have planted trees in the woodlands opposite the school and bulbs around the car parking area. We have excellent links with the Church and community – the church is used regulary by children For example for dance workshops and (pre COVID) weekly assemblies.The church is currently used for Catch up goups. Members of the church and community speak highly of children’s behaviour and attitude, and they value these links (see behaviour comments in HT evidence folder). Children attend/entertain at community lunch at Christmas and (pre COVID) held certain clubs (eg judo /PE lessons) in the village Hall). Both the Church and Village Hall committees have given the school sole use of their buildings during the pandemic.
* Children talk positively of their experiences and understanding of the benefits of diversity within and beyond the school.
* Children talk of ‘Big Me Day’ and the wide variety of opportunites there are beyond school (see evidence – CF)
* Children in KS2 are given three levels of challenge in maths; through this, they have become more independent and are empowered to make choices about their own learning (see children’s books).

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| **Areas for Development** |
| * Ensure that choice of topic reflects focus on developing cultural capital. During COVID, use technology

to support this at every opportunity and plan visits/visitors as soon as this is safe.* Ensure that Rights Respecting Children (UNICEF) award is achieved, and that this aspect of learning is threaded

through the curriculum. As a consequence of this, children talk openly about the posistve force of diversity. * Religious Education explores cultural capital and diverstity affectively through an understanding of faith and

belief.* Bias is addressed through the history curriculum and study of media. Children debate complex issues

recognising bias by the time they reach Y5/6.* Continue to actively promote diversity through inviting a still wider variety of visitors into school from varied

cultures and faiths – devlop links futher with Ugandan school* Continue to actively promote creativity through the arts beyond music.
* Continue to develop the visibility and role of pupil voice to raise their profile and enrich the curriculum.
* Review the PSHCE and SRE curriculum to reflect the new relationships and health changes to the curriculum

2020. **Personal Development: Target 3 SDP review Jan 2020** |

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| **BEHAVIOUR and ATTITUDE****Grade 2** | **Strengths:** |
| * Children demonstrate positive learning behaviour; they collaborate well and work with a purpose. The school actively promotes values of respect and resilience (Comment from a Major in the armed Forces who worked with Y5/6 children to show them what sort of qualities were required if joining the army ‘…it was great to witness children respecting each others’opinions and working together…’ Jan 2020 - see HT evidence folder)
* The school has a robust antibullying and wellbeing/behaviour policy and children have a good understanding of what bullying is and how to deal with it (100% of parents say they agree/strongly agree that their child feels safe at school – parent survey March 2020). We host E-safety workshops for children annually (‘Stay safe’ – October 9th 2019) This is to be held virtually in 2020 but will still go ahead. Chldren talk confidently about keeping safe on-line, road safety and fire safety. (see gov monitoring report ref safeguarding in gov folder). We subscribe to a monthly internet safety newsletter which is emailed to all parents.
* Attendance is in line with national at 95.3% absence. Although 2018/19 figures are in the highest 20% of schools with a similar level of deprivation (IDSR 2019), we have evidence of 2 children who had a significant impact on this figure and can explain the circumstances that led to this (See SIMS and safeguarding folder). Year to date currently stands at 96%. A governor has been appointed to monitor attendance and meets with HT termly. Individual concerns were monitored and HT is challenged about the circumstances of absence. (See attendance folder). Parents who take their children out of school for short breaks are asked to give a clear explanation of how the trip will support cultural capital and diversity. These are monitored by this governor. (see Attendance folder for examples of letters)
* We have appointed mental wellbeing champions for staff and children. One member of support staff is Emotional Wellbeing trained and speaks about mental wellbeing weekly in whole school assemblies. This member of staff is also ‘Trauma informed schools’ trained (See Wellbeing folder – MC)
* School rules are clear, simple and all staff and pupils have been involved in compling these. All children know these and they are displayed in every classroom. Parents support positive behaviour.
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| **Areas For Development:**  |
| * Continue to embed strategies to ensure a culture of Growth Mindset and resilience.
* Embed Rights Respecting Children (UNICEF) accreditation
* Apply the ‘Relationships’ curriculum to all contexts. Children demonstrate an understanding of positive diversity.
* Continue to work with parents and children to embed healthy living habits. Complete update for Healthy Schools Award.

**Behaviour and Attitude: Target 2 SDP October 2020** |
| **Disadvantaged****The most able,****disabled pupils and those with special needs** | **Disadvantaged** |
| The number of disadvantaged children is too low to draw any conclusions statistically regarding related progress KS1 – KS2. 2019 = 2 disadvantaged pupils in Y6.* Y 1 phonics 2017=90%, 2018=100% including one disadvantaged child. 2019 =77% including 1 disadvantaged child
* KS1 Attainment 2019 –One disadvantaged child also on the RON achieved reading but did not achieve maths or writing
* KS2 Attainment 2019 – One disadvantaged child also on the RON (SEMH) achieved EXP in reading and SPAG but not maths or writing.

**Areas for Development:**Continue to identify disadvantaged children putting intervention in place to minimise the gapEnsure more able children are challenged through, for example, investigating and problem solving across the curriculum, and taking part in group debates. |

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| **Evidence to support Summary Evaluation**  |
| **Generic** | WebsitePoliciesMinutes of meetings – staff and Governors’SurveysSIP reportsExternal monitoring – Adrian Massey, Geraldine Louch 2019Inspection Data SummaryAnalyse School Performance dataNewsletters |
| **PREVIOUS INSPECTION**  | Ofsted Report November 2011Short Inspection: April 2014 March 2016 |
| **LEADERSHIP/****MANAGEMENT**  | SEFSIPGovernors minutes of meetingsHeads report to governorsSIP report of visitParent, Staff & Pupil questionnairesPupil premium reports |
| **QUALITY OF EDUCATION** | Monitoring of teaching & learning Summary of other monitoring (books etc)CPDCase studiesGovernor reports |
| **PERSONAL DEVELOPMENT****BEHAVIOUR AND WELFARE** | H&S AuditSafeguarding AuditAccident books Parent, staff and Pupil questionnairesMinutes of Council meetings – school/eco learningAttendance dataSEND observation records |
| **OUTCOMES**  | External testing/ SATSIDSCorestatsASPYear Group Mapix dataSummary of year group attainment & progress – pupil progress meetings EYFS attainment & progress of groupsModeration reports – internal & external and between other schoolsSEND - Interventions & impact |